Middlebury College

SUMMER INTENSIVE PROGRAM IN EAST ASIAN STUDIES

Chinese / Japanese

JUNE 16 - AUGUST 24, 1973

GENERAL INFORMATION

The Middlebury College Language Schools offer advanced summer instruction in French, German, Italian, Russian and Spanish; and beginning and advanced instruction in Chinese and Japanese. Advanced instruction abroad during the academic year is offered in French (Paris), German (Mainz), Italian (Florence) and Spanish (Madrid).

The unifying feature of the "Middlebury method" has been the firm commitment of each student and staff member "to use only the language of the School during the entire session, wherever he or she may be." This tradition — from which only beginning students of Chinese and Japanese are exempt — has contributed significantly to both individual and group success in each School; and willingness to maintain this tradition is a measure of the student's motivation to take maximum advantage of opportunities offered in and out of class.

Students and staff of each School live and dine together in college dormitories. The total learning experience also includes a wealth of out-of-class events: lectures, films, plays, concerts, as well as leisure-time activities in a beautiful Vermont setting.

Resources include: faculty members drawn from institutions around the world; modern audio-visual facilities, including a well equipped language laboratory; collections of books and periodicals in each language taught; and a multi-language FM radio station run by the students.

Dates: June 16-August 24, 1973

Size and composition:
Chinese—90 students; Japanese—46 students. Both coed, open to undergraduates, graduate students, graduates. First-year students are admitted on evidence of serious interest and dependable academic performance in any study. Others are admitted on evidence of successful study in the language, or of proficiency however acquired. Level of instruction for advanced students will be determined by a placement test to be given at the beginning of of the session.

Fees (billed May 1):
Tuition — $650; board — $300; room— $200.

Middlebury financial aid:
Tuition remission scholarships (partial or total); tuition, room and board scholarships; work scholarships.

Other financial aid:
A limited number of National Defense Foreign Language (NDFL) fellowships will be offered in 1973. The amount of money allocated permits each fellowship to cover the fees for board, room, and tuition with a limited amount for travel and dependents. Applicants must be American citizens, and must specify, when writing to Middlebury for financial aid, that they wish to apply for NDFL aid; such applications must be made by February 15.

Check with local banks about State Guaranteed Insured Loan Program (GILP).

Veterans should check with local Veterans Administration Office well before the opening of the sessions. Send any questions to the address below.

Degree programs:
None; but the courses will fulfill language requirements of other institutions, provide training for academic degrees, or meet other career goals.

Course loads, credits, grades:
Students enroll in one course only (see reverse side). Each course grants ten semester hours of credit. The Director may permit pass/fail grading; otherwise, letter grades will be assigned.

Deadlines:
Applications for admission are accepted at any time. Qualified students are admitted as their applications are received. DEADLINE FOR FINANCIAL AID REQUESTS IS 15 FEBRUARY.

For application, and financial aid form (specify if both are desired), write:
Director, (Japanese) (Chinese) School
Room 101
Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753

Please see Reverse Side for Course Information

FACULTY - CHINESE SCHOOL

Professors in Charge

Ta-tuan Ch'en, Director: Associate Professor of East Asian Studies, Princeton University (on leave, 1973).

Helen T. Lin: Chairman and Associate Professor of Chinese, Wellesley College; Acting Director of Chinese Summer School, Middlebury College.

Thomas Bartlett: Ph. D. candidate in Chinese history, Princeton University.

T'ien-k'un K'uo: Assistant Professor of Chinese, Connecticut College.

I-ch'eng Liang: Ph. D. candidate in Chinese literature, Ohio State University; Assistant Professor of Chinese, University of Detroit.

Mrs. Hai-t'ao T'ang: Lecturer in Chinese, Princeton University.

Language Instructors:

Lisa Lichao Chang Ahnert: Teaching Assistant, Oberlin College.

Louise Wei-p'ing Ch'en: Instructor in Chinese, Princeton University.

Cecilia Chiang: Assistant Professor, College of Chinese Culture.

Deborah A. Jew: Graduate student in Chinese, Princeton University.

Mrs. Ching-yeh Wang Keiser: Lecturer in Chinese, Boston College.

Charles A. Liu: Instructor in Chinese, Stanford Center, Taipei, and Brown University.

Hun-Chun Liu: Instructor at the British Ministry of Defense Chinese Language School, Hong Kong.

Hai-t'ao T'ang: Ph. D. candidate in Chinese history literature, Columbia University.

Frank Seng Kie Tjia: J. D. candidate, Harvard Law School.

Ming Wang: Teaching Assistant, Oberlin College.

FACULTY - JAPANESE SCHOOL

Professors in Charge

Matsuo Soga, Acting Director: Associate Professor of Japanese, University of British Columbia.

Hiroko C. Quackenbush: Assistant Professor of Japanese, Ohio State University.

Shun'ichi Kato: Assistant Professor of Japanese, University of Michigan.

Language Instructors

Karl Kahler: Ph.D. candidate in Japanese Literature, University of Washington.

Yoko Koyama: Teaching Assistant in Oriental Languages, University of California, Davis.

Noriko Matsumoto: Instructor in Japanese, University of British Columbia.

Nobuo Ogawa: Teaching Fellow in Japanese, University of Pennsylvania.

Seichi Nakada: Teaching Assistant in Japanese, University of Michigan.

Tazuko Uyeno: Research Associate, Research Institute of Logopedics and Phoniatrics, University of Tokyo.

PLEASE POST

CHINESE 1. Elementary Chinese
The first week will be devoted to pronunciation and mastery of the **Gwoyeu Romaatzyh** romanization system. Students spend at least 3 hours per day in the language laboratory. Very simple vocabulary and usage will be introduced for daily use on campus.

The second through the ninth week will be spent in the first eleven lessons in the **Mandarin Primer.** One drill session meeting per week will be reserved for going over the translation exercises. Daily work outside of class, including time spent in the language laboratory, requires approximately five hours.

Listening assignments will be given at least every other day; and tapes, to be used in the language laboratory, will be made for these assignments. Students will be required to learn to recognize and write 600 characters.

The final week of the course will be devoted to 1) review, 2) learning other romanization systems, and 3) learning vocabulary introduced in beginning textbooks other than the **Mandarin Primer**.The aim is to allow a smooth transition to the student's home school.

The medium of instruction throughout the course will gradually shift from English to Chinese. By the end of the session, students should have gained a mastery of basic grammatical construction for reading and speaking, and should have an active vocabulary of at least 1,000 words.

Textbooks: Chao, Y.R., **Mandarin Primer,** Harvard University Press; both romanization and character versions. The Chao text will be supplemented with various materials prepared at Harvard University by R.C. Pian, and at Princeton University by J.L. Norman. Ch'en, T. T., **Tarn Butyng, Reading and Conversation Materials for Beginning and Intermediate Chinese,** Princeton University, Chinese Linguistic Project.

Credits: 10 semester hours.

CHINESE 2. Intermediate Chinese
While continuing the audio-lingual approach, this course will emphasize the reading of Chinese character texts. The first part will cover selections from **Modern Chinese Readers** (I and II) and **Tarn Butyng,** with the second part shifting to the reading of essays and short stories in modern Chinese. The course will be taught primarily in Chinese. At the end of the course students should be able to recognize 2,000 characters and to write at least 1,000 from memory. They should be able to speak with some fluency on conversational topics, to write short paragraphs, and to read articles by modern authors with the aid of a dictionary.

Assignments include 1) translation, 2) composition, 3) sentence patterns, 4) using Chinese to explain the meanings of idioms and phrases, 5) memorization, 6) sentence completion. Daily work outside of class, including time spent in the language laboratory, requires approximately five hours.

Textbooks: Modern Chinese Readers, (I and II), Commercial Press, Peking, 1964; Ch'en, T. T. **Tarn Butyng, Reading and Conversational Materials for Beginning and Intermediate Chinese,** Princeton University, Chinese Linguistic Project. Selected brief modern Chinese essays and short stories.

Credits: 10 semester hours.

CHINESE 3. Advanced Chinese (Modern Chinese)
This course aims at further development of overall language proficiency through extensive reading of modern texts selected from a wide range of styles and genres. Readings include: 1) essays on academic subjects; 2) modern vernacular literature: essays, short stories and plays; 3) contemporary materials: political writings from Communist China and from newspapers. Classes will be conducted entirely in Chinese. Individual laboratory exercises will be required daily.

In addition to the 15 class hours weekly, students are also occupied approximately five hours daily with vocabulary review, sentence patterns and translation, preparation of class material, listening to lesson tapes, recorded dictation exercises, individual meetings with teachers, preparing for weekly examinations, and composition writing.

Textbooks: Chi, W. S., **Readings in Chinese Communist Ideology** (selections), and **Readings in the Chinese Communist Cultural Revolution** (selections), University of California Press. Mills and Ni, **Intermediage Reader in Modern Chinese,** Cornell University Press. Lyell, William, **The Lu Hsun Reader,** Yale University Far Eastern Publications.

Selected modern Chinese short stories, plays and articles, Chinese academic journals, newspapers, and periodicals.

Credits: 10 semester hours.

CHINESE 4. Classical Chinese
An introduction to classical Chinese, this course is open to students who have no **wenyan** training but who have completed at least two years of modern Chinese. Except for occasional explanations of difficult grammatical constructions, the course will be conducted entirely in Chinese. While the prime emphasis of the course is training in the reading of **wenyan,** students will have ample oral and written practice to enable them to maintain proficiency in these aspects of the language. Moreover, students will have equal opportunity to improve their reading of **bairhuah,** as explications of the texts will be provided in written **bairhuah** as well as through lecturers. Laboratory tapes will accompany all of the lessons as an aid to assimilation of the texts.

In addition to daily and weekly quizzes and examinations, the students will also spend at least one hour a day listening to recordings of the texts they are reading in class, and two hours of preparation for the following day's class. Assignments include: 1) translations from classical into modern Chinese, and vice versa,2) writing sentences with classical Chinese idioms, 3) grammatical practice (usage of particles and analysis of sentence structure), 4) compositions in both classical and modern Chinese. Daily work outside of class, including time spent in the language laboratory, requires approximately five to six hours.

Textbooks: Y. C. Liu, **Fifty Chinese Stories,** Lund Humphries, London. Selections from the **Analects, Mencius,** and **Shih-chi** supplemented by materials prepared at Princeton University.

Credits: 10 semester hours.

CHINESE 5. Readings in Chinese Culture and History
The course will be divided into units of two or three weeks in length, each focusing on a broad topic or a particular period of history.

Designed for students with at least three years of Chinese and preferably with an elementary knowledge of classical Chinese, the course will be conducted exclusively in Chinese. As this is essentially still a language course, emphasis will be placed upon developing to a high level of proficiency the written, spoken and reading skills of students. Particular emphasis on the development of writing ability will be achieved through completion of an essay a week which will be corrected and explicated in individual diagnostic sessions.

In addition to the weekly essay, there are also daily written exercises based on the material discussed in class. These exercises include answering questions put by the instructors, translations from classical into modern Chinese, and various exercises for retention of vocabulary items. Daily work outside of class, including time spent in the language laboratory, requires approximately five hours.

Credits: 10 semester hours.

JAPANESE 1. Elementary Japanese
The course aims to teach the basic grammatical structure and vocabulary of modern colloquial Japanese (Tokyo speech) through aural-oral drills and exercises. Sufficient written materials will be added by gradually introducing **kana** and **kanji**. Audio-visual materials — tapes, records, slides — will aid students in learning the language in a socio-cultural context, and encourage them in free conversation. Homework is assigned primarily for the development of speech skills and reinforcement of materials covered in class. Assignments consist of: 1) listening to and practice on tapes (of primary importance); 2) memorization of conversations in the text; and 3) writing short sentences using **kanji** and **kana** based on grammatical points introduced in class. Daily work outside the class requires an average of four to five hours.

Instruction is given in English at the beginning, but the medium will be shifted to Japanese as the course advances; maximum use of Japanese is expected. Students participate in the Japanese School FM radio programs under the guidance of the instructors.

At the end of the session, students should have mastered the basic grammatical structure of modern colloquial Japanese, with an active vocabulary of approximately 1,500 words, and a good command of **kana** and at least 200 **kanji**. They should be able to carry on basic daily conversation with little difficulty, and should have a good grasp of the socio-cultural background of modern Japanese.

Textbooks: Jorden, Eleanor H., **Beginning Japanese,** Parts 1 and 2, Yale University Press (with tapes). Sakade, Florence, **A Guide to Reading and Writing Japanese,** (rev. ed.), Tuttle Co.

Credits: 10 semester hours.

JAPANESE 2. Intermediate Japanese
The course aims to give a thorough mastery of modern colloquial Japanese grammar (Tokyo speech) by a consistent review and reinforcement of major grammatical points in the Jorden text (listed under Japanese 1), and control of a more advanced vocabulary through aural-oral drills, readings, and written exercises. The emphasis will be increasingly on reading and writing, but oral exercises will also be given. Use of audio-visual materials will enable students to learn the language in a socio-cultural context, and will encourage them to carry on free conversation. Homework assignments are designed to help students improve speech skills and reinforce vocabulary, **kanji** and grammar. Daily work outside the class requires an average of four to five hours.

Nearly all class work will be conducted in Japanese. Students participate in the Japanese School FM radio programs under the guidance of instructors. Expanded aural-oral practice includes use of tape recordings of Japanese radio and television programs.

By the end of the session, students should have a good knowledge of modern Japanese grammar, much fluency in daily conversation, skill in the use of basic reference materials, the ability to read and write approximately 850 **kanji,** and the ability to discuss intelligent subject matter in Japanese and to write short essays. Students will also be encouraged to do as much collateral reading as possible in English, in order to enhance their understanding of the socio-cultural background of modern Japanese.

Textbooks: Required: Hibbett and Itasaka: **Modern Japanese: A Basic Reader,** vols. 1 and 2 (rev. ed.), Harvard University Press (with tapes). **Recommended:** Sakade, Florence, **A Guide to Reading and Writing Japanese** (rev. ed.), Tuttle Co. **New Concise Japanese-English Dictionary,** Sanseido, Tokyo. **The Modern Reader's Japanese-English Character Dictionary,** (rev. ed.), Nelson (ed.), Tuttle Co.

Credits: 10 semester hours.

JAPANESE 3. Advanced Japanese
The course aims to further students' reading ability, including speed, especially in modern Japanese expository writings. Also, the course is designed to advance students' skill in using more sophisticated vocabulary through oral discussion and composition. The readings for the course cover a wide range of topics: history, social sciences, Sinology, essays and novels. Students will be exposed to readings in journalese. Homework assignments are aimed at the improvement of speech skills and reading speed, and the reinforcement of vocabulary and idiomatic structures. Also, four compositions and one substantial translation of a material chosen by the student are required. These are intended to 1) improve the students' command of grammar and vocabulary; and 2) develop translation techniques. Daily work outside the class requires an average of four to five hours.

Students participate in the Japanese School FM radio programs under the guidance of instructors. Expanded aural-oral practice includes extensive use of Japanese radio and television programs on tapes.

By the end of the session, students should be able to read modern Japanese materials with reasonable speed, to handle various reference materials with dexterity, and to read and write at least all **tooyoo kanji** (1,850). Students should be able to carry on daily conversations fluently and comprehend and discuss academic subjects with little difficulty. In order to achieve a high level of aural-oral ability, students listen to specially-prepared advanced comprehension passages, and record their answers to test questions on the tapes during individual laboratory work. Students will also be urged to do as much collateral reading as possible in Japanese newspapers and weekly magazines. In addition, they will be encouraged to read books on Japanese studies in English, in order to increase their understanding of the socio-cultural background and conditions of contemporary Japan.

Textbooks: Required: Shimmura Izuru, et. al. (ed.), **Kootoogakkoo Gendai Kokugo,** Vols. 1-3, Tokyo, Shoogaku Tosho; and other selections from writings of representative authors and scholars in various disciplines. **Recommended:** Shimmura Izuru (ed.), **Koojien** (rev. ed.), Tokyo, Iwanami Shoten, 1967. Morohashi, Tetsuji et. al. (ed.), **Shin Kan-Wa Jiten,** Tokyo Daishukan Shoten, 1963. Katsumata, Senkichiro (ed.), **Kenkyusha's New Japanese-English Dictionary,** Tokyo, Kenkyusha, 1954.

Credits: 10 semester hours.

1973

Sunderland Language Center
Middlebury College
Middlebury, Vt. 05753

MIDDLEBURY VT.

"Non Profit Organization" U. S. POSTAGE Paid Permit No. 43

Middlebury College

SUMMER INTENSIVE PROGRAM IN EAST ASIAN STUDIES

Chinese / Japanese